



## DLM™ CORE VOCABULARY AND COMMUNICATION INFORMATION FOR CEU'S

The Dynamic Learning Maps does not provide CEU's for the completion of modules. However, states and/or Local education agency (LEA) are encouraged to use the information provided below to help facilitate the application process required by your state or LEA.

### MODULE OBJECTIVES

1. Participants will review the development process of the DLM™ Core Vocabulary.
2. Participants will discuss uses for the DLM™ Core Vocabulary for students who require augmentative and alternative communication.
3. Participants will learn about and apply vocabulary instruction strategies to 3 core vocabulary words.

### AUTHOR BIO'S

**Karen Erickson, Ph.D.**, Director of the Center for Literacy and Disability Studies, is a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy assessment and instruction for struggling readers of all ages including those with significant cognitive disabilities. Karen is co-developer of the Tar Heel Reader online library of accessible books for beginning readers, as well as several other assistive and learning technologies. She is a former teacher of children with significant disabilities.

**Penny Hatch, Ph.D.**, is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research includes language and literacy development for students with significant cognitive disabilities and complex communication needs. Prior to earning her Ph.D., Penny worked as a school-based speech-language pathologist, specializing in augmentative and alternative communication and assistive technology.

## AGENDA

		Content	Activity
	<b>Introduction</b> 2-3 minutes	Review of Learning Objectives and handouts.	
<b>Section 1</b>	<b>Development and Use of the DLM™ Core Vocabulary</b> 20 min	Explanation of a core vocabulary and the research done to determine the DLM™ Core Vocabulary. Description of how the DLM™ Core Vocabulary list can be applied to students who currently have effective AAC systems and to students who need an effective AAC system.	Use of core vocabulary words to model and expand language.
<b>Section 2</b>	<b>DLM™ Core Vocabulary Instruction</b> 25 minutes	Description of how to introduce and teach core vocabulary words and symbols as well as how to model and	Teaching core vocabulary by modeling its meaning and use.
<b>Section 3</b>	<b>Summary and Resources</b> 5 minutes	Summary of critical issues related to a core vocabulary and a description and link to teacher resources.	
<b>Section 4</b>	<b>Wrap-up</b> 3-4 minutes	Closing information	Dismissal